

**Explicit Instruction: THE Key to Increasing Academic
Engaged Time**

Session 4

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Explicit Instruction: THE Key to Increasing Academic Engaged Time

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Continued:

1:00 pm – 4:00 pm

Part 1: Explicit Instruction: Key to Prevention and Intervention

Dr. Anita Archer

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Dr. Archer: Okay fall silent thank you so much, actually I just looked at someone's best practices and they wrote down, oh fall silent that was actually a good one. It was actually a gift of a eighth grade teacher. I was sitting in the back of the room, and she said, fall silent. And I said to myself, oh that is so much nicer than shut up. And so, fall silent became my new favorite. Well we are going to continue our view of active participation, and so until four o'clock I was asked are we gonna get out early? Now the answer is, no. But there is a good reason for it. If you look at the research on instruction, and you look at what are good predictors on attainment from children the strongest actually is what's call academic learning time.

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Dr. Archer: The amount of time that students are on task with important academic material, and they are successful the amount of time that they're on task with academic tasks in which they are successful is the best predictor of any environment of the achievement that's going to occur. So if I said, we're getting out at 3:30 it would be as if I hadn't like read the research. Yes. Amount of time they're on task with important academic tasks in which they are successful is the best predictor of achievement. And so we have many studies validating academic learning time, not only that I'm having such a good time with you and we've already missed the Bruce concert in the mall.

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Dr. Archer: Anyway, so we just as well be here, darn. So looking up here we are going to look at, fall silent, the remainder of active participation and so in your handout if you would honor me by going to slide 48.... So we could also have kids do written responses, and so here is just a list of all of the materials that they could write on. They could write on a paper graphic organizer, journals, vocabulary logs, post its, posters, an anticipation guide, they could type on a computer, they could write on electric tablets. They could write on a response plate, what you call white boards.

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Dr. Archer: They could hold up written responses on response cards. And so we have lots of different materials and lots of different tasks. So I want you on 50 as I go through these to check the ones that either you used as a teacher or as a coach or administrator you have observed. So the students could simply write down a, what everyone? An answer, the teacher could scaffold those answers by giving the kids a, what everyone? A sentence starter, or if it is a longer answer a what everyone? A writing frame, and they could just like earlier this morning this team said they could take what everyone? Notes, or they could highlight. They could brainstorm with think, pair, share. They could do a quick write of what they know or a quick write about what they've learned. They could also do a quick draw.

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Dr. Archer: A picture, and they could do when they come into class a do now, and then as they exit they could do an exit ticket. So we have lots of written responses, but here is the challenge, could we have some students who wrote those responses much slower than other kids in the class, yes or no everyone? We see that all the way through the grades, and the end result is when I give a task for them to write I'm gonna have early finishers, and I fi have an early finishers they have a void. And if Virginia children are anything like the world of other children they fill the void. In fact one of our major management slogans is avoid the void for they will fill it. And I always have that one as the first one I emphasize with new teachers, avoid the void for they will fill it.

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Dr. Archer: Last year I did demonstrations in St. Louis with the catholic diocese I can tell you those catholic children that when they have a void they do not take out their rosary and say woo, I had better fill the void. No they have the same behaviors as your children, so one thing that we could do is make the written responses, now we're talking independent, in the lesson not during independent work. We could make the responses fairly what everyone? Fairly short, and let me just share with you a day that I observed a algebra class and showed the absolute truth of this, the teacher had put up six items on the screen and told the students after he had modeled, very well done. Guided practice, do these six items, but let's say and raise your hand if you happen to be a math teacher.

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Dr. Archer: Back here and here and here, you teach math and up here, someone raised there hand cause you pointed, and here and here, okay so let's say that you are in that class. And you are really a whiz at math, a future math teacher and so the teacher says do these six. And you actually can finish every item one minute before your peers in the class. Now if I say do all six, this is mental math for you, if I say do all six how much waiting time would she have everyone? Six minutes, how much waiting time everyone? Six minutes, but instead if I just put up one problem on the screen how much waiting

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time would she have? One minute, and I can tell you there is a huge difference between six minutes of waiting time and one minute. In six minutes we would have seen her entire repertoire.

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Dr. Archer: And she, she is a forever goodie goodie weren't you? Yes, back to Countess but now anyway, and so you're such a good sport dear one. And so there, that students you know, has showed us their entire repertoire, but in one minute you're just thinking what you might do. So there is a benefit of just doing one item, giving feedback. One item, giving feedback. One item, giving feedback. Not only does that reduce management problems, but significantly increases the probability of success based on the feedback from the previous items. Okay, and what do I mean here by make the response eternal? Well I actually have done that with you today, when we started by brainstorming different types of responses I did not say write down three ideas, I said write ideas until I say stop. And you might have written 23 ideas, and you might have written 14 ideas, you might have written 10 ideas, you might have been working on your first one.

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Dr. Archer: But all of the students would be engaged, but we do on written responses need to watch the actual setting the kids up so that we don't get management problems. Now I just want to take a moment, because when I asked earlier if you had fluency measures all over the room people raised their hands, which told me that you've done some work in the area of fluency in reading. But I just want to just share with you that it's not just being automatic in reading that's critical, a study that was done by Steve Graham who is at Vanderbilt in writing. They tested children's fluency of handwriting in elementary school, and then they went to middle school and they were able to predict the score the students had on their state writing test based on their fluency in elementary school.

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Dr. Archer: And it's for exactly the same reason. Now let's just take a moment to think about automaticity. So when you're talking about fluency in reading you say this, well when you're reading you have to decode the words, and you also have to comprehend. And if the student is very slow in their rate of reading is it possible that lots of their cognitive energy is going to decoding the words, yes or no everyone? And could that rob their comprehension, yes or no? Now comprehension never can be automatic, but decoding can be so we work on automaticity of decoding so we can take all the cognitive energy and put it on comprehension. It's exactly the same story of all fluency, so now we are writing a manuscript or a document, and we have to do the handwriting portion of it along with the spelling.

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Dr. Archer: And also get our ideas on paper, but if my handwriting is not fluent and I'm having to stop and think about how to spell a word. I'm having to think how to form a capital F, is that taking my attention away from the manuscript, yes or no? And so the end result is that we might want to even work particularly in second, third and fourth grade on fluency of handwriting so the students have automaticity in that so they can think about their manuscript. Every time I fly I have a prayer that goes out, may I be upgraded cause I never pay or ask a district to pay for it. And so, and given that I fly four or five times a week I'm often upgraded, so recently I was reminded of the problem of lack of fluency. So I was flying from Portland to Orlando.

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Dr. Archer: And it was a Sunday night, that means a lot of business people are flying and they said you've been upgraded. So it was me and the suits, all business people. And you know, as soon as we were up there ten thousand feet the stewardess says now you can take out our devices. And there were twelve of us, and all of us took out our computers. But I want to tell you there was only one of the twelve who actually took typing class, and it was me, and so I'm sitting there and I lean over to the guy next to me and I said, you skipped typing didn't you? Cause they're all hunt and pecking hunt and pecking, and is it interfering with them completing that document, yes or no? Cognitive energy has to go to like where is the X, I like know where the X is, and so it's just so interesting. But we have areas of like that where we just need to say to our self, do we need to work on automaticity in some other areas?

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Dr. Archer: Another area that has some recent research is teaching algebra at high school would it help if you knew your facts with automaticity, yes or no? Because you can't think about the equation if you don't know what is five into forty-five with automaticity. So there are some areas that we just need to have fluency on. Well here is a big reminder from earlier, is the benefit of having the kids write on a slate or a white board and in Pennsylvania they call them white boards, they wipe them off. When I did it, worked wit the catholic schools in Indianapolis at the beginning of the year I talked about white boards, they had no idea, and I found out they call them marker boards. You use them with a marker, okay.

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Dr. Archer: Everybody has their own term, but in all cases they have benefits, the students are asked to write something down and hold it up. The benefits would be that the students would feel more accountable. More what everyone? Accountable, and the

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teacher could monitor. Now maybe you're thinking oh, we are middle school I can't really have white boards, well you could. But in our middle schools what we're doing is getting a strong sleeve protector, putting a piece of cardboard down and then a piece of lined paper and they keep it in their binder. So we have the virtual white board, raise your hand if all your children have an iPad in your class. Okay, well. You're waiting for the recession to end I see, but I have been in classes where they did have them.

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Dr. Archer: And one day I was in an elementary class, and the teacher said, please pull up your virtual white board app. And so the kids immediately pulled that up, and the teacher said, write down the word spell and they wrote it down. The teacher said, show me, they displayed it. And then the teacher said, erase it, and they simply touched the trash they didn't even have to smell the markers, and they erased it. And there is I do see a time that we will have electronic tablets, and actually that was in a district that had it first in high school. And they did it because when they looked at how much they were paying for the books in high school literature, that most of them were free online they could actually afford the use of them, and so they went to.

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Dr. Archer: So the English department sort of led to, woo iPads. We could also have the use of what are called response cards. And response cards are simply where the students have cards in front of them, the teacher asks a question, and they hold it up. And there are sort of two kinds, some are generic answers so they have a yes or no card, or a true and false, or a one, two, three, four for multiple choice. Or they have, it's specific on to your content. Most often used with vocabulary, so maybe we are seventh grade social studies we have legislative, executive, judicial and I say to the children and which branch determines if a law is constitutional? Show me and they hold judicial.

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Dr. Archer: On which branch would the vice president be? And they would hold up executive and legislative because the vice president is the head of the senate though he gives that duty off. So now I want us to think about this, if the students had those cards in front of them and I asked those questions and they held it up, why would that benefit them? In a study that was done here, studies they again had the same content in the experimental group with the response cards as did the control group. The control group just wrote the answers on paper, and the experimental group held them up but their attainment was significantly higher. So I want you to tell your partner again why the response cards were beneficial versus writing it down, and go.

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Dr. Archer: ...And so why? Why might they be, holding it up why might it be more beneficial? [Tape cuts] --silent. This group right away said, I think it is the same as with those slates, the students are gonna feel more what everyone? Accountable, the teacher will be able to monitor, but there was a third benefit. The third benefit was the reduction of potential answers, it is only Amanda these three, it is only legislative, executive, judicial. That's it, and so would that promote success yes or no? So response cards actually has some very good studies with students that were included special Ed. students that were in tier one classes, and found that the use of response cards was very useful in supporting those children in the environment.

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Dr. Archer: Because there was a limited number of choices. Well we could, I'm going hoping ahead just cause of our time, so hop with me and go to 56, hop, hop, hop. Check your partner to see if they're on 5-56. Okay thank you very much, and we could have students act things out, and for example in vocabulary everybody hand in air. And what is the word? It was, ingredient, and everybody. What word? See and so do you think the actions helped us retain it, yes or no everyone?

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Dr. Archer: Yes, okay and we might also particularly in the middle school and high school do acting out through simulations in social studies we have the stock market and the United Nations and we act it out. But it also could refer to the use of what everyone? Gestures, and to me this is a, I know they already have some gestures but we are picking, these are authorized gestures. But there is a whole new body of knowledge arising around gestures, and I became very interested in this I'm just gonna share with you some of the studies. One they looked at teachers using gestures, and did it augment, did it make the message clearer? And they found that teachers who's children would look at their communication and judge it with as clarity.

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Dr. Archer: Very clear communication, they augmented, they added to their message gestures. Now this has been very easy for me to expand on, I'm Italian but all of you should be because it makes that much difference. It appears that our brain actually watches gestures very carefully, and takes that in with the whole message as a part of body language. So gesture, so don't just say look here. Say look here. Don't just say, when you're done put your pencil down. When you're done put your pencil down. Open your book to 542, and so would that help kids get the message yes or no everyone? And we're not just talking English language learners, we are talking people okay.

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Dr. Archer: But another set of teacher studies really fascinated me, and it was done with English language learners. And they were teaching concepts and they brought in objects, maybe I'm teaching the word vase or vase if you're in Australia I said vase, and they said no, no vase. I said do we get scones get together, they said no we get scones. Okay, but if I was teaching vase I might bring in like a nice crystal vase to show them, but this study did something fascinating. They did this group teaching it with real objects, and this group with gestures, so I bring in for this group the vase and say this work is vase and here is a vase, a crystal vase. Put water in it, put flowers in it okay. This group I say this word is vase, what word? Vase, and when I have a container it might be tall and it might be short, and I pour water in it and I add flowers and have a bouquet we call the container a, what everyone?

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Dr. Archer: A vase, English language learners then they looked at which one, learned it and obtained it with more ease. The gesture even over the object, is that not fascinating, but it goes right to the fact of how our minds hone in, hone in on gestures. Well now let's go to the most recent study which I adored, and this study they had children teach information to their partner and their first study was just teaching it to your partner after I've taught it to you. Help, and did it help yes or no? Yes okay so they figured that out, but then they did this study. I'm just gonna say take out your graphic organizer, and ones pretend your partner was not here teach them the information about the three kinds of volcanoes, composite, shield and cinder cone.

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Dr. Archer: Which your state has none, and this group over here you're going to share it with your partner but as you are talking to your partner I want you also not just to use the graphic organizer and your voice, but to use gestures to explain it. So over here if I was explaining it to my partner I say well, you know, that first one composite volcanoes that had a big base all the way up to the peak. And as you see on the graphic organizer there was layers of lava and ash, and lava and ash, and when that was an eruption and it was a, a fiery mass that went into the mass and came down, the end result was so they would use gestures. Significantly higher retention with that little gesture group, but I can understand it. Would you be more awake as you explained it, yes or no everyone? Yes.

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Dr. Archer: And then you also have to be kind of careful with your message as you did it, but you're adding to your message. And you can also look around the room to see which people were not like awake, and you could head over there to monitor. So I'm just totally fascinated by the new studies on gestures. And my end conclusion is this, all the teachers here you should become Italian. All your children definitely, the ethnicity of

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choice is woo, Italian. Use gestures as you're talking, and the kids get it and their partners also do. Well we could also utilize facial expressions as a part of acting out, and be my middle school students. This word is despondent, what word everyone?

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Dr. Archer: Despondent. Say it three times. Despondent, despondent, despondent, when you are very sad and you have, feel you have no hope at all you are what everyone? Despondent, so when you have no hope, are very unhappy you are what everyone? Despondent, with your face and your body please show me what you'd look like if you were despondent, show me despondent. Okay, show me okay don't over act in the corner. Show me not despondent. Show me despondent. Show me not despondent. Stay that way for the school year. Well, we can also use hand signals as a part of action.

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Dr. Archer: Many of you wrote this down, and let's just look at some different ways that hand signals have been used. One of the areas of research has been done on secondary students, and raise your hand again middle school and high school folks. And now you're gonna tell me that one of the challenges is that when students don't understand things in your class they seldom raise their hand and ask a question, or say I don't get this at all, true? And so because they don't want to appear stupid in front of their peers, and so these authors did studies where the student showed level of understanding. And it's different depending on the researcher, so one researcher did this, taught the children if you totally understand it, and is ay level of understanding you put your hand here.

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Dr. Archer: That means it's in your head, it's gonna stick, you got it. If you weren't quite there, if you needed a little more practice a little more explanation you're gonna go here. Meaning that just a little more input teacher it could rise up to here, but if you don't get it at all then put your hand here. I am, I don't get it, I am sick to my stomach. Now the students were very willing to show level of understanding, even those would, would never raise their hands. And so another one used the same kind of idea, but totally different way of doing it. They showed the kids a level of understanding from zero to five, so I'm teaching a math lesson, I've done two demonstrations, three guided practice, and I say, show me level of understanding. And if many kids did this or this or this the teacher would say, oh maybe I better give some more practice on it.

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Dr. Archer: So I use this now all the time in secondary classes where they're not raising their hand, but I need feedback do they have it? But most often the hand signals are used for this purpose where you have word or concepts on the screen, or maybe on a word wall and you've number them. I always, many of you said on your written ones that you were gonna have word walls. And I always number them one through ten like in red, and one through ten in blue, so I can say let's look at the red words. And me and my students, the first word here is what everyone? Elude, the second word is, and the third word is, okay I'm gonna tell you about a word if it is elude you're going to put a one on your table. If it is intention you're gonna form a two on your table, and if it is reluctant you're gonna form a three.

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Dr. Archer: So I am thinking of a word that means, a synonym really for a plan, a plan form the number on your table. Okay and with your hand show me the number in the air, everyone high in the air, high in the air. I'm looking for that back table too, high in the air. Okay and the answer is two and the word is what everyone? Intention, when I have an intention I have a plan. So when I have a plan I have an intention. That was because I had to go over that because three people missed the answer, actually they put up five and I wondered where it was. Now hand signals have the same kind of research as putting up that slate, putting up that response card is that they are highly effective because everybody is held accountable.

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Dr. Archer: And the teachers is able to monitor. Okay, well again it isn't which one of these we use, it is which one matches our purpose and are we using it routinely. But I would like to pop over here to what I consider another big issue, and that is raise your hand if children at your schools ever read material in class. Okay, raise your hand if they ever read, of course if they never read we will have a problem. And but could you have a range of readers in your class, yes or no everyone? Yes okay, and one of the most common practices is what is called, what everyone? Round robin reading, where I call on you to read, then I call on you to read, I call on you to read, I call on you to read. Round robin reading has many disadvantages, any disadvantages in a large group.

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Dr. Archer: The only appropriate place to use it would be in a very small group, but I want you to talk over with your partner and count the number of disadvantages of round robin reading in a large group, which could be elementary, middle school or high school. So talk it over with your partner and go. [Tape cuts} Okay fall silent and you did a beautiful job; all of you knew the reality of this. Some of your answers focused on disadvantages to the reader, and some of them were disadvantages to the quote-unquote listeners. In terms of the reader, one answer was well a student might feel

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intimidated reading in front of all 28. A student that is a weak reader might be threatened to read in front of their peers and expose their reading skills.

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Dr. Archer: A number of you said, some of my kids in elementary school read so softly that I would have to keep saying louder, louder, louder and when a weak reader reads some children start shouting out answers because they become so disturbed that we're not like moving on. But most of you focused on the quote-unquote listeners, and basically said woo, they're not. That was the big idea. You said it in different ways, one person said if the teacher went in order of paragraphs you should be counting Amanda, and that often times when the teacher said, Carrie that would also be a ticket to a virtual vacation. Now if I'm teaching a small group I could use round robin, but in a large group I need other better practices, and so we're going to use our last 20 minutes on these critical alternatives.

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Dr. Archer: And you'll have to pick the ones that would best work at your grade level. So would you pop over to 62? I could have children read to themselves, I could have them silently read. Here is the problem with silent reading, it is the large number of silent reader fakers who you say, read the next section and they don't read it. They talk. They do something else. And if you don't believe you have any fakers look again, and so we would need to augment it, thus augmented silent reading to make a difference here. What we often call whisper reading, so be my students. You're going to read this slide to yourself, and when you get to the word question at the bottom you're gonna go back and read it again verifying your answer.

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Dr. Archer: And as you read this I want you to ask yourself what could we do to make silent reading a better practice. Now if I come to you and put my hand on your back, or my hand on your paper you're going to whisper read to me, just loud enough so I can hear it not so loud as to interrupt anyone else in the room. So everybody reading that slide to yourself, and go. [Tape cuts] --go, every piece of that was designed to increase the probability that they're actually reading. If I gave you a question beforehand and reiterated it afterwards might you feel more compelled to actually read it, yes or no everyone? Yes okay, and could we have children with different fluency levels in our class, yes or no?

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Dr. Archer: So you could easily have early finishers, I mean in a fifth grade we might have children who read from 40 correct words per minute to 210 correct words per

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minute. So we end up with waiting time, and so I simply made the task eternal. I said if you get to the word question go back and read it again, and your head pops up right away and says I'm done. I say, sweetheart you are never done. So, but here is the best practice I want you to add, did I just go and sit at my desk during silent reading? Yes or no? No, okay I moved around the room and monitored, and just that movement would make a difference of on task behaviors. But I also used it for formative assessment of your reading. Now if I'm an elementary teacher and I'm not gonna call on individuals except in small group I need to know where those kids are reading.

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Dr. Archer: And so I'm constantly moving around the room and having them whisper read to me, but in high school do I need to know if they can read my social studies book, yes or no everyone? Yes, do I need to know if they can read the chemistry book or the biology book, yes or no? I do this the first month of every semester, so that I can listen in to my high school kids to see oh my goodness, I have 29 kids and there are 12 of them that cannot read my text. I'm gonna have to do some scaffolding here; it's excellent feedback to the teacher. So even something like silent reading we can do better on, and use some advance practice. We could use maybe even after silent reading, but we could use choral reading and this actually, that video that we just watched it was one area that I'm working on to improve.

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Dr. Archer: So be my students, we are going to read this together, and as we read your job is to keep your voice with mine. Keep your voice with mine and starting with the word read begin everyone. Read selection with students, read at a moderate rate. Tell students keep your voice with mine. Now and stopping right there, so did I read it very very fast, very very slow or at a moderate pace, which one everyone? Moderate, okay and if I read it very slow they're gonna lose the gist, if I read it very fast they can't keep up with me and that was the problem in that last video is I read too fast. I had just been in New York where you begin to be frenetic and then you have it transfer into everything, you eat faster, talk faster, do things faster, oh my gosh. You take baths fast, oh that was the worst.

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Dr. Archer: And so I need to work on that, but could you have a charming child who thought it would be very clever to rush ahead of the group, could it happen yes or no? Now remember if you can anticipate that a behavior is going to occur you want to anticipate and remove, you want to pre-correct it, which I did. Keep your voice with mine, and if that child rushed ahead I'd just say stop oh we're gonna have to go back and read it again. And that child rushed ahead again, I'd say oh double darn it let's go back and read it again. Oh no triple darn it, and would the students begin to give

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feedback to their peer? Yes or no everyone? Yes it works very well, okay now this is a practice that is a useful one across the grade, and I just don't see teachers using it as often as I would like. Put your finger under the word read.

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Dr. Archer: And I'm going to read when I stop please say the next word, so be on your reading toe-ettes. Read, selection, pause and delete meaningful, have students read the, words. Possible uses, when you want to read, quickly and have everybody. Now I can't tell you how this is such a useful practice. When you want to read something quickly and want them all on task you are reading the directions, you are reading the steps in the science experiment, you are reading the reading prompt, the writing prompt in language arts, you are reading the initial part of a chapter in social studies, this is the perfect strategy. The only thing is you do have to delete the meaningful word, non-example, put your finger back under read.

00:40:01

Dr. Archer: Do not do this. I'm going to read when I stop say the next word. Read, pause, delete meaningful words. Students read, deleted words. Now I would not do it had I not seen it, and I asked the teachers when I saw it why did you delete those words. They said well I wanted to delete the words that everybody could read. The problem is if I delete the words that everybody can read could I be stomping out the last whisper of comprehension, yes or no everyone? Yes okay, so delete the words that form meaning. One other little hint, fi there is two words and I made an error here actually, I had you say deleted and words but it's cognitively hard when you have two words that go together always delete the second ones.

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Dr. Archer: And so United States you would delete, States. Native Americans, you would delete Americans and I should have deleted words, not deleted oh Archer. But I'm getting better, and another possibility and the one that I use particularly as I go up the grades is have the students read to a partner. And I'm gonna be many teachers in this room have already used a partner reading a good deal, and I will tell you like Jeff in your social studies class in high school I say to them read the next section to yourself, and you're pretty much guaranteed that a good half of them aren't reading it, true? And you can't really hold them accountable because we're unable to monitor silent reading. But you can monitor partner reading, right? So you can hold them what everyone? Accountable. So a few words about partner reading.

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Dr. Archer: And actually that's individual reading, but that's round robin which we're only gonna use in not a large group but a what everyone? A small group, now go over to partner reading. So here are some decision if you're using it that you have to decide, and one is well how often are the kids going to alternate and it is totally dependent on the type of reading that they are doing. If they are reading narrative, a story, versus informational text, which would be like science or social studies, or an informative article. Now generally if it's narrative these would be our alternatives, that the students could alternate by a what everyone? A page, so you are my partner and I read a page, now you read a page, now I read a page.

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Dr. Archer: Or it could be by what everyone? Time, so most of the fourth through high school studies of partners when the students were reading narrative the teacher would say, ones you're gonna read and you're gonna read for five minutes. And then when the five minutes were up the teacher would say stop, now twos begin reading. So it would be either by page or by time. Not by paragraph, and in narrative a paragraph could be one word, it could be three pages, and so then you don't have equity so we usually do it by page or by time. But informational text is entirely different. We want students to understand, even starting back there in first grade that when we read informative text we don't read it like a story, we don't just go no. We read a paragraph, and then we stop and we respond in some ways.

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Dr. Archer: We might highlight the critical details, we might take notes, we might retell to our self the content or to our partner, we might answer the partner's questions. But it is read, stop, respond, everybody, read, stop, respond. This is one of the reasons why children's comprehension is often lower in informative text than narrative, because they read informative text like narrative where they're just reading it and not doing any kind of reflection. I am studying two classes. I bought the iBooks that were for chemistry and for biology, and so I'm applying all these strategies to that reading and so I was reading about isotopes last night on the plane, a thriller. And so afterwards I stopped and said, and so what is an isotope?

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Dr. Archer: Well an element made, always has the same number of protons and electrons but they might differ by the neutrons, and so an isotope was going to be one of those variations upon that element. And I actually rehearsed it thus I remember it, but if I just read straight through it is it possible that isotopes might be with me today, yes or no everyone? Yes and then I had to like highlight and take notes too because I was really intent on getting all these concepts back in a 65 year old brain versus a 16 year old brain, it's harder today. And so, but we also have to teach kids how to correct the

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errors of their partners, and so if you were my partner and we're reading and I heard an error we borrowed from the studies that were done by Lynn Fuchs were she taught the kids the ask then tell strategy.

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Dr. Archer: Actually we were teaching it during the time we were doing don't ask don't tell, but this one is ask definitely and then tell definitely. So see that was just to see if you were alive and got it, but oh my gosh some of you need to go on a walk. But anyway, and so if you had an error I would touch it and say can you figure out this word? And then I would pause, and if in ten seconds you didn't know it I would say this word is. Now yes it is possible that neither of them will know the word, but still partner reading is better than some other options like round robin. Now here is the challenge though, could you have a child who is unable to read the material to their partner, could that happen, yes or no everyone? Yes okay, and so we need a plan, and I need to add to these plans because I only included the ones for older children so I'm gonna actually start with younger children.

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Dr. Archer: If I have some students who could not read to their partner what might be my options? Well one option would be to not have them read to their partner, but with their partner. So their partner would be scaffolding it, so that is one possibility, a very good technique particularly in kindergarten, first and second grade. The next one, which is not there, which I have to just write down and add comes from a research study on students that were in second, third, fourth and fifth grade. And when they paired up the partners, let's say just the two of you are partners, and you're still the low performing students but not on triad. And so you read a little bit better Caroline, so you're going to be a one, and you're gonna be a two.

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Dr. Archer: And I'm going to say ones, read page 14 to your partner. Now twos, read page 14 to your partner. Is it possible that she might read it better having just heard it, yes or no everyone? So when I'm in the grades like second grade, third grade and I'm using partners that's what I will do. I will set it up so that the slightly higher reader in the partnership is a one, and the two is a lower student and I will have ones read it first then twos. But there is a hidden benefit here, is it possible that they have very different rates of reading, yes or no? And so if we actually waited for you to read it we'd miss the bus, and so you've read that page and now I say twos read it. But we can't wait till you're read the whole thing, and so maybe you only get through half of it, but you've heard all of it, so your comprehension is still intact.

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Dr. Archer: So that it also compensates for differences in rate, okay. So either I, and either I can have you read it together or I can have the higher reader read first and then the other student. Another possibility I could have you on a what everyone? A triad, so we already went through this but let's just talk. So instead I could support you by putting you on a triad. I say ones read, you read it to them. When I say two read, you read it together to her. So that benefits both of you, all of you. It was painful to listen to her read it, right? And it was painful for her to read it, so you are scaffolding by reading it with her. Middle school, high school this is my favorite scaffolding, and I simply say you're going to, ones you're gonna read it to your partner and you have the me or we option.

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Dr. Archer: If you believe you can read it accurately and fluently then say me, and you read it. If you're not certain then say we, you've just invited your partner to read it with you. I love this because the children are taking care of accommodations for themselves, but I also love it because there is absolutely no stigma. You look at middle school and high school those are the peer years, those kids are totally dedicated to being with their peers. And so even the highest readers often said, we and read it with their partner. And so all over the room we had partners reading it together, so the big idea here is summed up right here. And read the top words there everyone. Learning is not a spectator sport, though some high school people try to make it that, but it isn't.

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Dr. Archer: That we want to get many what everyone? Responses, and we want to have many, responders because it is true that if you are not actively engaged you are not rehearsing the information, and you won't retain it. Now why did we start here today? Because if I wanted you to have one tool that you could work with your school on I would start with active participation because would this be useful for the lowest performing students, yes or no? Would it be useful for the middle performing students? Would it be useful for oh gifted ones yes or no? Absolutely, and so what you might do as a team is, and you're at different schools but you might say okay we could make this a focus even today for tier one, tier two and tier three and we're gonna introduce little parts of it.

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Dr. Archer: We're gonna introduce just choral responses and then just partner responses, and at the next faculty meeting we're gonna introduce and so it could be done over time. And you could pick out certain slides, and you're gonna have a PowerPoint so you could modify them as you wish. But, and we can also use this as a base for doing those walk-throughs and those learning walks. So I want you to, I want to show you some support materials in your own materials, and would you find the one

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that is, let me just see if I have mine up here so I can tell you the color. And in your handouts there is a few things I want you to get out. I want you to get out blue, and green, and copper.

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Dr. Archer: ...I think it's dark goldenrod, but okay you have those three. Good. Okay, so let's first look at dark goldenrod. Does it ever help to get information on a page yes or no? There it is, and so all of the practices that we talked about in the PowerPoints are summarized there, choral reading, partners first, think pair share, partners teach, and on the back use of slates, use of response cards, hand signals, and at the bottom are alternatives that we could use if we were using something other than round robin reading.

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Dr. Archer: Okay, and now if you would look at green. This is the observation form that we utilized and tomorrow when we watch videos we will also utilize. Okay, so when you come tomorrow because it's four o'clock we will do review of what we covered today, utilizing this as we also finish up delivery skills. And I did a recently I did a webinar on that evaluation, and I thought some of you might like the PowerPoint with that, because it had each thing and then an explanation of why you might want to do it. So, so if you wanted to talk to administrators about using some of these here you have this is what we're looking for, and frequent responses,

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Dr. Archer: Then the next side says why do we want frequent responses, so those are your support ones. And the evaluation form will be put up as a doc file, so if you wanted to edit it and use it differently maybe you only want to have certain things you're doing for your walk-throughs and you only pull out four of them. That would be perfect, and you'd be able to do that. Okay, so let us look at the schedule so it's all in our mind, and the schedule today says we are out at four, but let's look at the schedule tomorrow. And from seven to eight we have the continental breakfast; I think it was a little more than continental this morning.

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Dr. Archer: Some of you skipped it and then you looked at it and said, woo tomorrow. So breakfast tomorrow and at eight o'clock boom we start instantly cause we have a good deal to cover tomorrow. And then we have lunch at the same time, and I'll watch the time a little bit better so we'll have it from noon to one. And then we are out at three, they changed this because some of you had to drive here today and are staying over night, so you could get here early in the morning. But you want to drive home, so that's

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why the times are changed to sort of fit all of your needs. So this evening I mean you certainly would probably want to review your handouts and read the new ones and get prepared for tomorrow, but if you find yourself reading the handouts say to yourself oh my god I need a life. And go here, Bruce played tonight, so thank you for a great day.

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Dr. Archer: See you tomorrow. Yay. [Tape ends]